

# Mining and Maximizing NSSE Data to Advance Student Success

CAIR Conference -- November 2019



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Entering Our 3rd Decade!



- **Ask students about their experiences and behaviors**
- **Diagnostic information to support the improvement of undergraduate education**



# Many Ways to Use NSSE Results

## *Peer comparison*

- How do we measure up to others?

## *Self comparison*

- Are we improving?

## *Absolute standard*

- Do we measure up to our ideals?

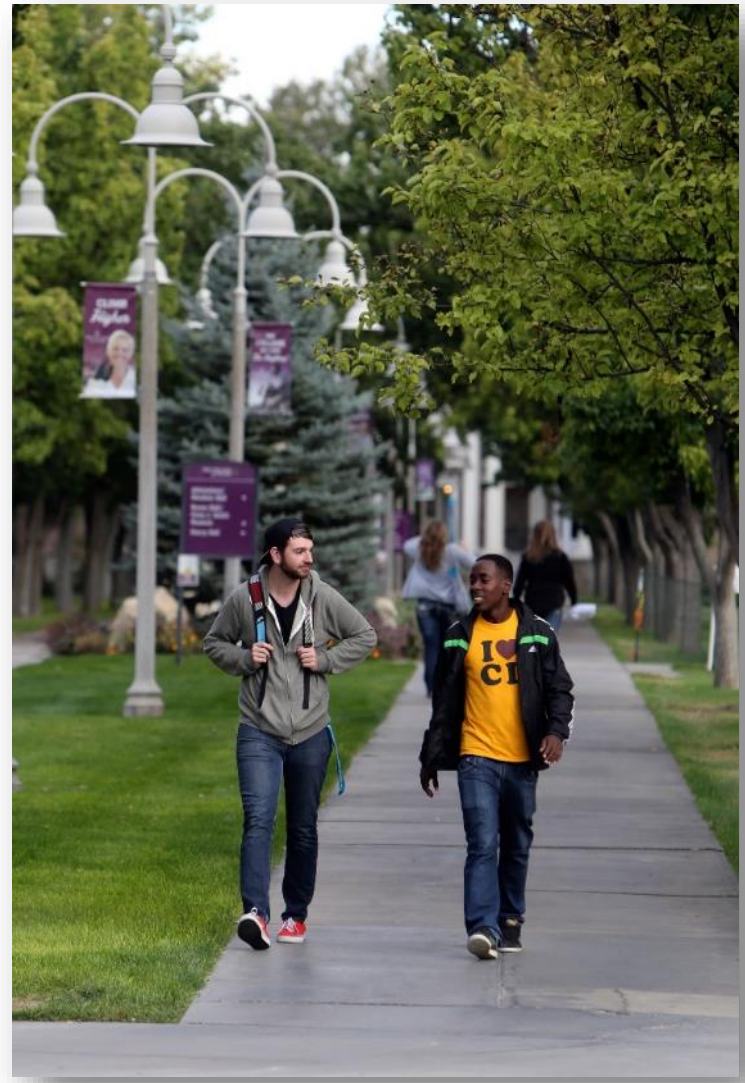
## *Internal variation*

- Who is least engaged?





# Practical things we've learned from NSSE about advancing student success

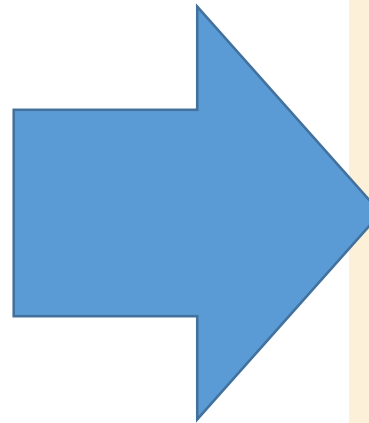


**NSSE**  
national survey of  
student engagement

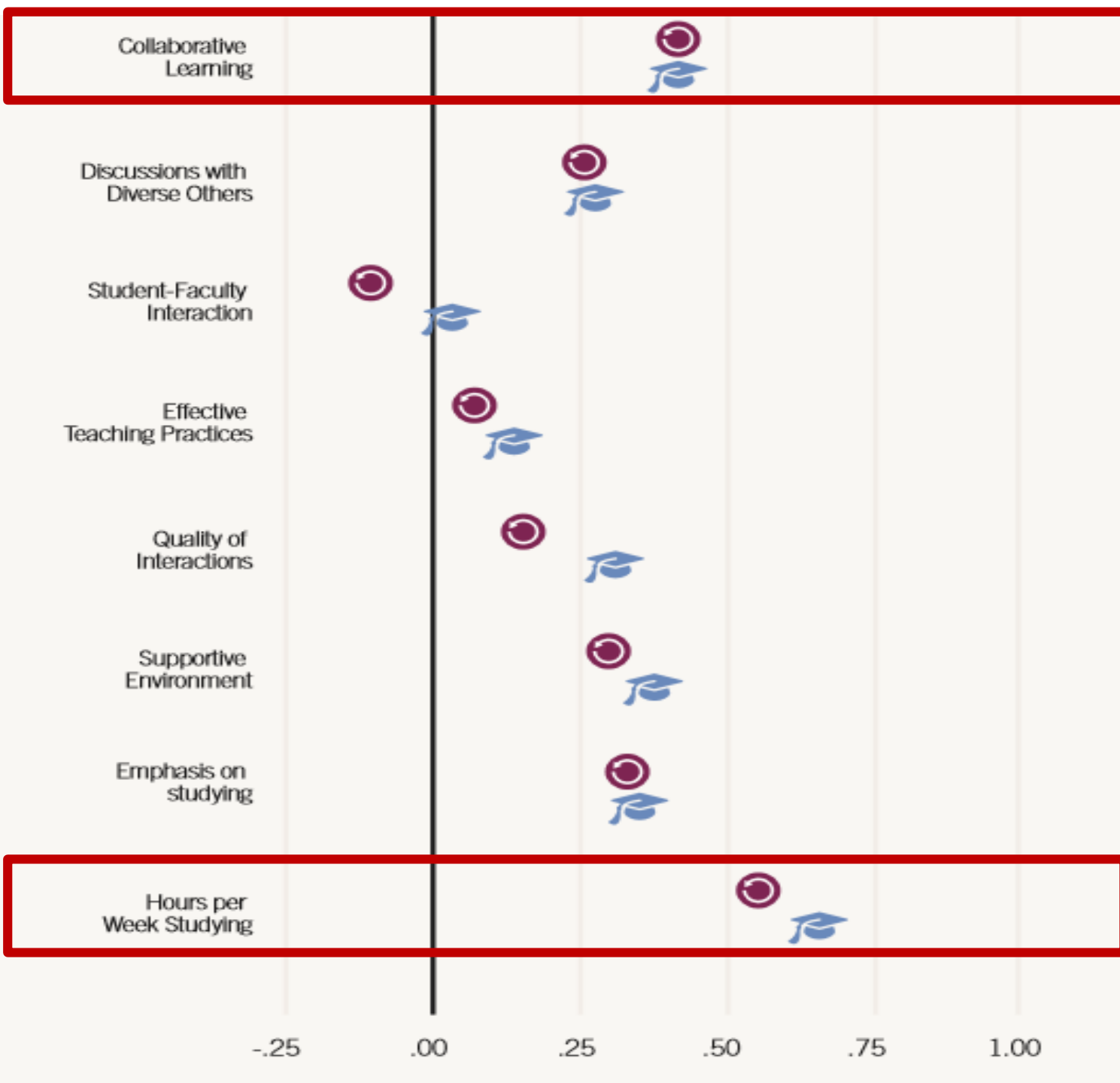
*Entering Our 3rd Decade!*

# “Connecting the Dots” Study

- Examined the relationship between student engagement, pre-college experiences, college grades, and persistence for students from different racial-ethnic groups attending different types of institutions
- 18 institutions
- NSSE results, ACT/SAT score report, Financial aid, Transcripts (credits, gpa, persistence)



- Positive relationships between engagement and both grades and persistence to the 2<sup>nd</sup> yr.
- Engagement had stronger effects on first-year grades and persistence for underprepared and historically underserved students



# First-year Student Engagement Correlations with Institutional Retention & Graduation Rates

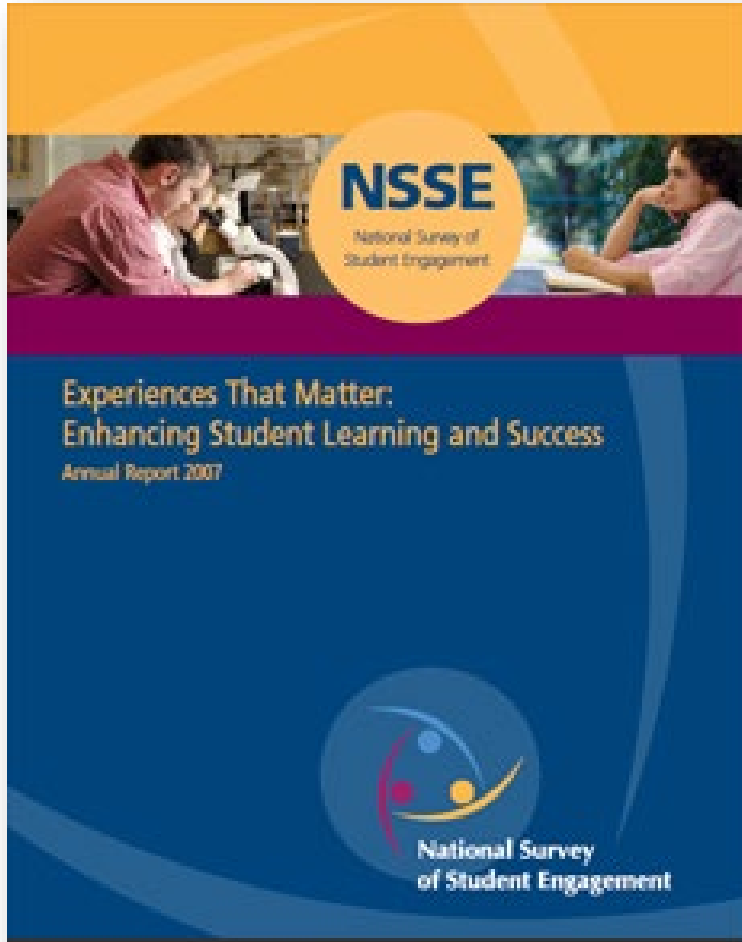


Correlation with Retention Rate



Correlation with Graduation Rate

# High-Impact Practices (HIPs)



**In 2007, NSSE identified a set of established, enriching pedagogies that make a substantial contribution to student learning and success**

Learning Community • Service-Learning • Research with Faculty • Internship/Co-op/Field Experience • Study Abroad • Culminating Senior Experience



# HIPs Increase Probability of First-Year Student Retention



HIP “Done” (FY)	% Increase in Retention*
Learning Community	3%**
Research w/ Faculty	3%**
Service Learning	2%

\* A 1 point change in each NSSE measure corresponds to a 2- 4 % point increase in retention rates

\*\* Looking within each SAT group, we see a difference within bottom SAT quartile of about 7% points compared to 4 & 2 % points for middle and top SAT groups.



# Disposition to (dis)Engagement is not Destiny

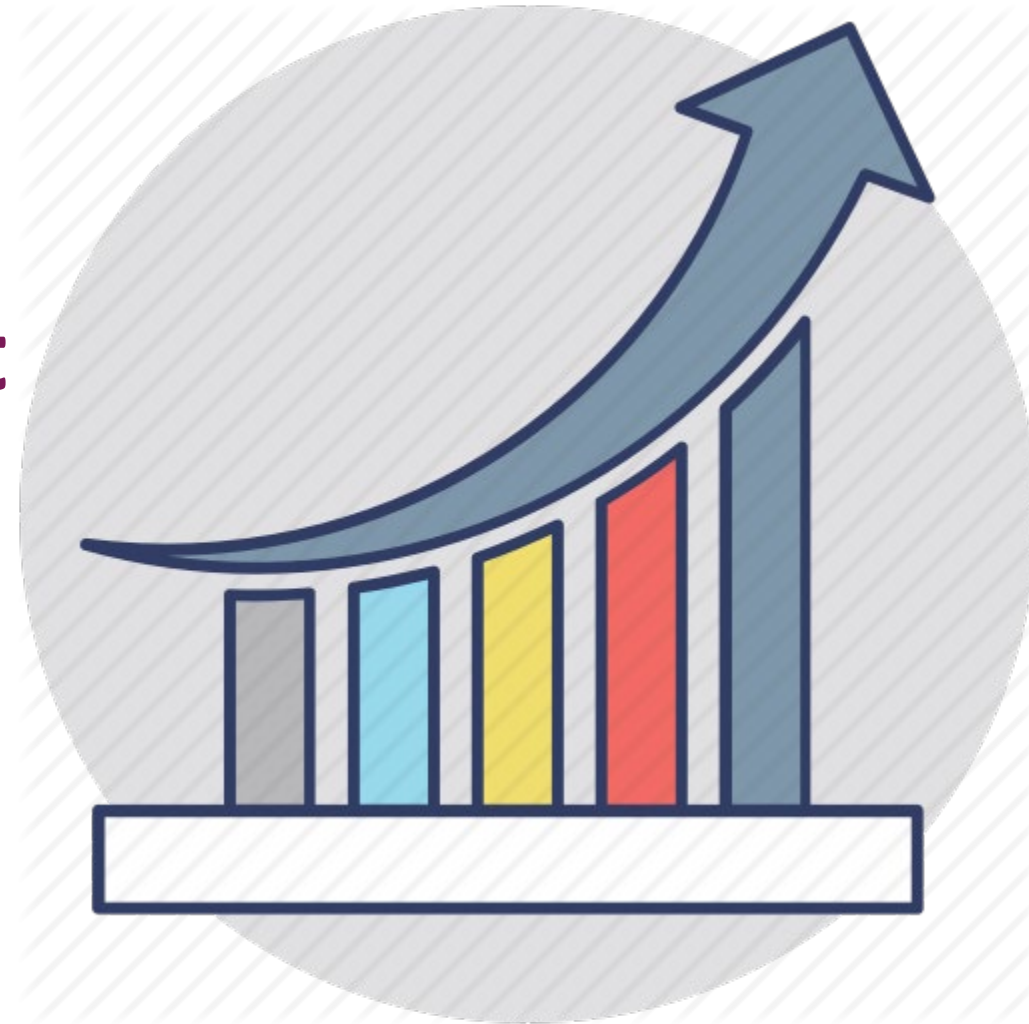
## BCSSE – NSSE Combined Analyses

- Engagement disposition on entry is not a perfect predictor of engagement in college
- Well-crafted first-year experience programs and individual effort can help students exceed predicted engagement
- Actual engagement can be responsive to personal and environmental factors & institutional opportunities

*Actual engagement levels in the first year were more important than engagement disposition in predicting intent to return the following year*

# Institutions Can Improve Student Engagement

- Positive change has occurred
- Improvement is not confined to a narrow subset of institutional types
- Positive trends outnumbered negative by 5:1 for seniors and nearly 7:1 for first-year students



# Lessons from the Field: Documenting Institutional Action on Student Engagement Results



*Volumes 1-4 document data use at 100 institutions!*

*As the Statement of Aspirational Practice for Institutional Research (Swing & Ross, 2016) asserts, student success must be at the center of a new vision of the decision-support system in higher education. NSSE's sharp focus on measuring what matters to student learning & success can richly inform an essential part of an institution's comprehensive decision-support system.*

**Increase  
graduation rates  
for all CSU  
students while  
eliminating  
opportunity and  
achievement gaps.**



Academic  
Preparation

Enrollment  
Management

**Student  
Engagement  
and Well-  
being**

Financial  
Aid

**Data-Driven  
Decision  
Making**

Administrative  
Barriers



# NSSE & CSU GradInitiative 2025 Connections

- **Empirical & practical links**
  - Student engagement matters to retention & graduation
  - Engagement results are actionable
- **Shared equity goals**
  - Success and high quality learning for all students
- **CSUs have lots of NSSE data to take advantage of!**



# Center for Teaching & Learning

[About ▾](#) [Services ▾](#) [Resources ▾](#) [Programs ▾](#) [Events ▾](#) [Canvas](#) [Stories](#)[➤ Overview](#)[➤ Teaching and Learning Tips](#)[➤ Who is the HSU Student?](#)[➤ Design](#)[➤ Educational Technology](#)[➤ Event/Workshop Resources](#)[➤ Teaching/Instructional  
Resources](#)

## Who is the HSU Student?

### Overview

Find out about how do our undergraduates experience Humboldt State University. Who are they? What assets do they bring? What do they need? What do they hope for at HSU? Below, you will find a series of resources that take deep dives into understanding who our students are and what they say about their experience at HSU.



The HSU Student - A Three Part Look

How do our undergraduates experience Humboldt State University? Here are findings from HSU's 2017 participation in the National Survey on Student Engagement (NSSE), an annual survey that collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs/activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college. Learn more about our students and how they engage with our campus, how it compares with other CSU's, and how that relates to the perceptions of instructional staff in this three-part series presented by Dr. Lisa Castellio, Associate Vice President of the Office of Institutional Effectiveness.



Part I. September 2017 NSSE Presentation

NSSE asks students about their time in various learning activities that are linked to previous research on student success in college. You will also hear benchmarks and comparisons to other California State University (CSU) campuses that participated in the consortium.

- Video: [NSSE Presentation Recording](#)
- PowerPoint: [NSSE Part I Presentation](#)
- [NSSE 2017 Snapshot for Humboldt State University](#)
- [NSSE 2017 Results for Humboldt State University \(pocket guide\)](#)

Part II. November 2017 FSSE Presentation

FSSE, Faculty Survey of Student Engagement surveys complement the NSSE by surveying instructional staff (faculty and graduate students who teach) to gather their perceptions of student engagement and interaction.

- Video: [FSSE Presentation Recording](#)
- PowerPoint: [FSSE Part II Presentation](#)

Part III. December 2017 Presentation

- Video: NSSE Inclusiveness and Engagement with Diversity Module Presentation Recording (coming soon!)
- PowerPoint: [NSSE Part III Presentation](#)

Seniors

Preparing

48%

How much time do you devote to...  
%“Very Much” or “Quite a bit”

UD Faculty

for class

13%

How much time do you think students  
devote to... %“Very Much” or “Quite a bit”

Seniors

Relaxing &

23%

How much time do you devote to...  
%“Very Much” or “Quite a bit”

UD Faculty

socializing

41%

How much time do you think students  
devote to... %“Very Much” or “Quite a bit”



# 2019-2020 Academic Program Review Workbook (7.01)

## Section 7: Course Success Equity Gaps (Page 3)

~ Expertly Handcrafted ~  
Office of Institutional Effectiveness

~ Freshness Date ~  
10/30/2019 2:59:35 PM [DM\_ENR]

Data Glossary  
<https://ie.humboldt.edu/Data-Glossary>

Describe how your program is working or has worked to close gaps in courses with inequitable outcomes.

### Upper Division Non-Repeatable Grade Percentage by URM

Course	Course Title (group)	Not URM	URM	Unknown	Grand Total
REC 302	Inclusive Recreation	96% (n=269)	97% (n=186)	100% (n=44)	97% (n=499)
REC 320	Organ, Admin, Facility Planing	89% (n=164)	82% (n=98)	95% (n=20)	87% (n=282)
REC 330	Adventure Theory and Practice	94% (n=112)	93% (n=46)		94% (n=158)
REC 335	Tourism Planning & Dvlpmnt	98% (n=40)	95% (n=22)		97% (n=62)
REC 345	Environmental Education	95% (n=57)	89% (n=37)		93% (n=94)
REC 362	Master Diver	100% (n=36)	100% (n=12)		100% (n=48)
REC 365	Travel Industry Management	100% (n=33)	96% (n=26)		98% (n=59)
REC 370	Outdoor Adventure Recreation	95% (n=76)	89% (n=27)		93% (n=103)
REC 375	Winter Adventure Leadership	94% (n=69)	85% (n=20)		92% (n=89)
REC 383	Rescue Diver	96% (n=46)	100% (n=15)		97% (n=61)
REC 410	Healthy Communities	85% (n=13)			85% (n=13)
REC 420	Legal & Fin Aspects Recreation	94% (n=124)	91% (n=70)	92% (n=13)	93% (n=207)
REC 430	Expedition Planning and Ldrshp	96% (n=28)			96% (n=28)
REC 435	Geotourism	95% (n=44)	96% (n=24)		96% (n=68)
	Sustainable Tourism	100% (n=10)			100% (n=10)
REC 471	Scientific Diving	100% (n=29)	94% (n=18)		98% (n=47)
REC 472	Leadership Diving: Asst. Instr	100% (n=12)			100% (n=12)
REC 480	Expedition Planning and Ldrshp	87% (n=23)			87% (n=23)
	HSU Fit Practica	96% (n=53)	95% (n=40)		96% (n=93)
	Recreation Practica	98% (n=41)	100% (n=18)		98% (n=59)
REC 480L	Special Topics Lab	91% (n=23)			91% (n=23)
REC 481	Recreation Practicum	93% (n=15)	90% (n=10)		92% (n=25)
REC 485	Senior Seminar-Majors	92% (n=98)	92% (n=60)	100% (n=11)	92% (n=169)

Non-Repeatable Grade %  
60% 90%

Non-Repeatable Grade Percentage reports how many students earn a benchmark grade that unequivocally means successful progress in any class across the university. It is calculated by dividing the total number of immutable (non-repeatable) grades by total number of grades excluding administrative symbols AU (Audit), I (Incomplete Authorized), RD (Report Delayed), RP (Report in Progress), and W (Withdrawal).

Immutable (non-Repeatable) Grade - Consistent with CSU Executive Order 1037, an immutable (non-repeatable) grade is defined as a grade at or above a C. Immutable (non-repeatable) grades specifically include A, A-, B+, B, B-, C+, C, and CR.

Repeatable Grade - Consistent with CSU Executive Order 1037, a repeatable grade is defined as a grade lower than a C. Repeatable grades specifically include C-, D+, D, F, NC, and WU.

Note. Cells with fewer than 10 students are excluded.



H.i.p HUMBOLDT

# A lot of data or ... No useful data??

Help the campus:

- Increase awareness of NSSE
- See connection between NSSE and other initiatives
- Understand the relevance and value of NSSE data



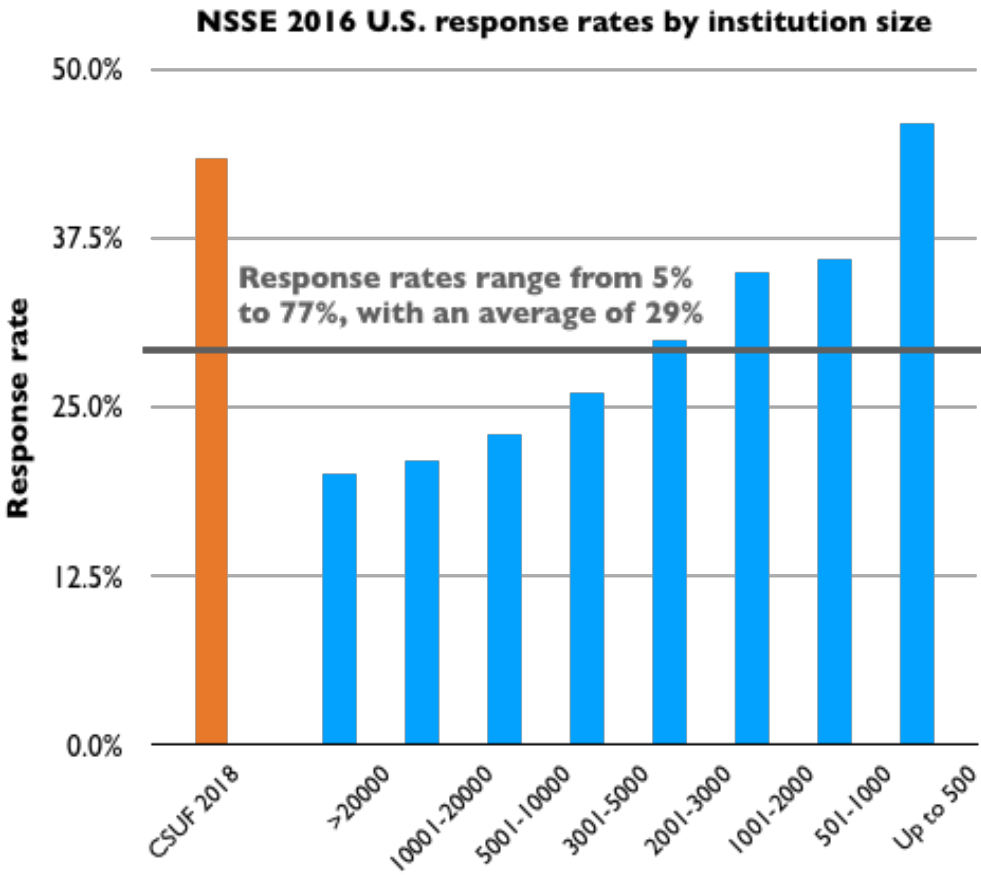


## Make NSSE a campus-wide endeavor

- Taskforce with representatives from ALL divisions
- Student participation encouragement from President, Provost, VP of Student Affairs, Deans, ASI, faculty, and staff
- Dedicated outreach: Website, Video, Social media, Campus signage
- Multiple, tiered incentives
- Portal administration

# NSSE 2018 Response rate

Status	Freshmen	Senior	Total
Eligible cohort size	4431	9652	14083
Response rate	43.6% (n=1932)	43.4% (n=4186)	43.4% (n=6118)





### Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ Your students' average was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- ▲ Your students' average was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ Your students' average was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
- ▼ Your students' average was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

First-Year Students		Your first-year students compared with Large CSUs	Your first-year students compared with Large Non-CSUs	Your first-year students compared with Com. Engaged MSIs
Theme	Engagement Indicator			
Academic Challenge	Higher-Order Learning	—	—	—
	Reflective & Integrative Learning	—	▲	▲
	Learning Strategies	—	—	▼
	Quantitative Reasoning	—	—	▼
Learning with Peers	Collaborative Learning	—	▲	—
	Discussions with Diverse Others	▼	▼	▼
Experiences with Faculty	Student-Faculty Interaction	▼	▼	▼
	Effective Teaching Practices	▲	▲	▲
Campus Environment	Quality of Interactions	▲	—	—
	Supportive Environment	—	—	—

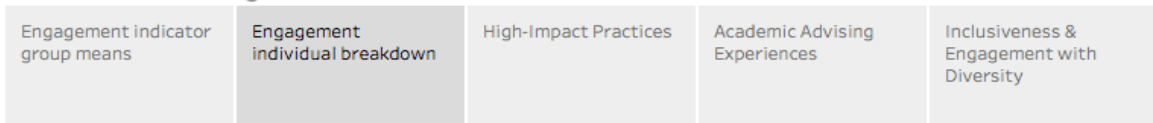
  

Seniors		Your seniors compared with Large CSUs	Your seniors compared with Large Non-CSUs	Your seniors compared with Com. Engaged MSIs
Theme	Engagement Indicator			
Academic Challenge	Higher-Order Learning	—	▲	—
	Reflective & Integrative Learning	—	▲	▲
	Learning Strategies	▼	▼	▼
	Quantitative Reasoning	▼	—	▼
Learning with Peers	Collaborative Learning	▼	▲	▲
	Discussions with Diverse Others	▼	▲	—
Experiences with Faculty	Student-Faculty Interaction	—	—	▼
	Effective Teaching Practices	—	▲	—
Campus Environment	Quality of Interactions	▲	▲	—
	Supportive Environment	—	▲	—

## Provide easy access to NSSE data

- Take advantage of the rich data NSSE provides
- Create an internal dashboard that allows for disaggregation of data
- Make the dashboard available to ALL faculty and staff
- Guide data interpretation via dedicated training and staff support

Results by aggregated engagement indicators; individual items; modules



## Engagement Indicator

Engagement Indicators (EIs) show important components of student engagement. The graphs below show the distributions of student responses for each EI question. Please note that the dashboard uses unweighted sampling and student institutional college data i.e., as opposed to student self-selected college data. Therefore, the data are slightly different from the published institutional and customized reports. To obtain these reports, please click anywhere on the graph below.

Year  
2018

Comparison Groups  
Sex

FRESHMAN

SENIOR

Freshman vs. Senior side by side comparison

Results disaggregated by gender, UR, Pell, college

Collaborative Learning	Asked another student to help you understand course material	Female	37.1%	38.0%		40.8%	33.0%	
		Male	37.7%	35.7%		40.0%	31.7%	
	Explained course material to one or more students	Female	38.9%	41.3%		38.7%	39.3%	
		Male	39.9%	38.0%		34.8%	39.5%	
	Prepared for exams by discussing or working through course material with oth..	Female	38.0%	31.8%		38.5%	30.1%	
		Male	35.8%	31.3%		37.9%	29.8%	
Discussion with Diverse Other	Worked with other students on course projects or assignments	Female	41.1%	37.1%		37.1%	31.0%	
		Male	38.9%	37.7%		38.1%	33.3%	
	Had discussions with people from an economic background other than your own	Female	34.6%	33.9%		32.8%	43.9%	
		Male	40.7%	29.7%		34.5%	40.0%	
	Had discussions with people of a race or ethnicity other than your own	Female	33.1%	41.1%		29.4%	52.2%	
		Male	39.2%	36.1%		32.0%	46.7%	
	Had discussions with people with political views other than your own	Female	36.8%			31.5%	32.4%	
		Male	30.0%	35.7%		30.7%	29.9%	32.1%
	Had discussions with people with religious beliefs other than your own	Female	31.2%	34.5%		31.0%	41.5%	
		Male	36.8%	29.6%		34.3%	36.1%	
Effective Teaching Practices	Instructors: Clearly explained course goals and requirements	Female	45.1%	32.0%		44.0%	38.2%	
		Male	48.0%	34.1%		47.4%	31.5%	
	Instructors: Provided feedback on a draft or work in progress	Female	29.9%	37.4%		28.8%	34.0%	28.6%
		Male	39.5%	30.5%		31.6%	36.5%	
	Instructors: Provided prompt and detailed feedback on tests or completed assignme..	Female	33.6%	37.8%		30.3%	37.6%	
		Male	43.4%	26.9%		33.5%	37.2%	
	Instructors: Taught course sessions in an organized way	Female	46.3%	29.6%		45.9%	34.3%	
		Male	45.0%	34.3%		45.3%	30.1%	

Responses displayed by average or frequency of distribution



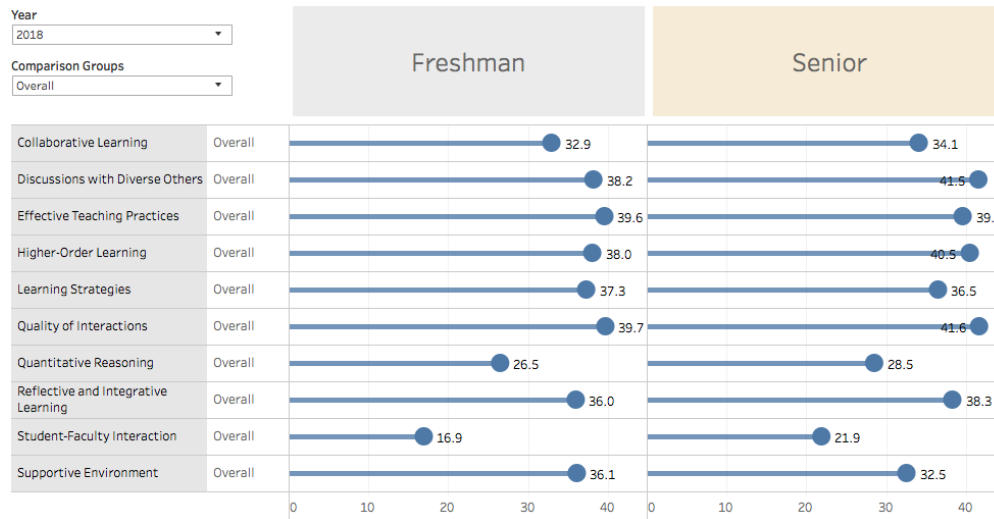
## Give NSSE a louder voice

- Triangulate NSSE data with other data sources on campus
- Compare direct and indirect measures
- Look for convergent trends to gain a stronger voice
- Example: **Quantitative Reasoning**

# SLO assessment results

Core Competency	Aligned Outcomes	Percent "Assessed and Met"
Critical Thinking	217	82%
Information Literacy	174	82%
Oral Communication	102	89%
Quantitative Reasoning	101	72%
Written Communication	134	88%

# NSSE results



# Exit survey results

**WSCUC Core Competencies:** "My CSUF education helped improve my ability..."

**Quantitative reasoning**



**Written & Oral communication;  
Critical thinking; Info Literacy**





## Use NSSE for multiple purposes...

- Use as indirect assessment data
- Use to support Program Performance Review
- Use to establish baseline (BCSSE too!)
- Use to track student progress or value-added impact


...with the ultimate goal of  
**student success**



# A Change for the Better:

## NSSE Qualitative Analysis

San Francisco State students comment on what is going well and what they would like to see changed.



"What one change would you most like to see implemented that would improve the educational experience at this institution, and what one thing should not be changed?"



## Executive Summary

In 2017, students at San Francisco State University completed the National Survey of Student Engagement (NSSE). For the first time, the NSSE offered 4 prompts for open-ended feedback for institutions to choose from. San Francisco State chose to ask students what they would want to see changed and what they would like to see remain the same.

Overall response rates for this new prompt was 35%. This was more than the U.S. average for all prompts which was 32%. More importantly, this was an improvement over the 2014 administration during which San Francisco State had a 16% comment rate with the default prompt. This increase when changing from the default to "changes" prompt was seen in the NSSE 2017 across institutions. The average response for the default prompt was 11%, while the "changes" prompt had an average response rate of 45% (Dugan & Silberstein, 2017).

The most common themes across comments included:

- Class Availability
- Graduation
- Diversity

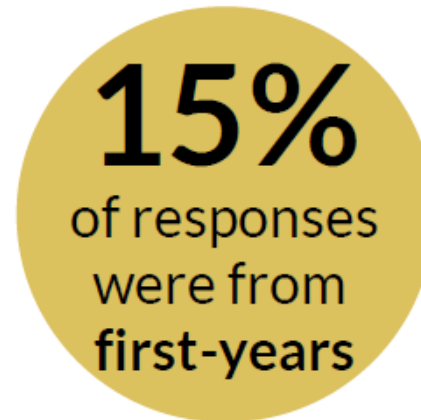
Making steps to support the positive aspects and minimize the negative issues found in these comments will help to increase San Francisco State's level of student engagement in 2020.

## By the Numbers...

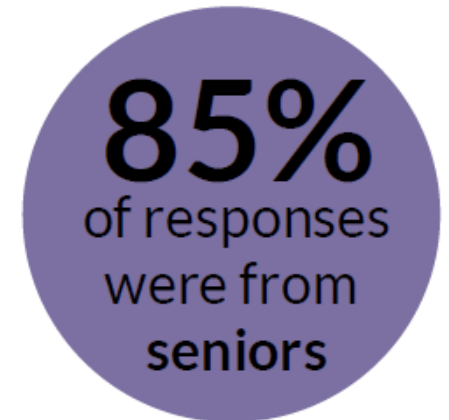
- 1,961 SF State students took the NSSE in 2017
- 1,490 were Seniors & 471 were First-Years
- 678 students responded to the open-ended question



**+19%**  
increase over  
the default  
prompt used in  
2014



&



# To Change?

Of the students who commented, 644 (95%) reported at least one thing at San Francisco State they would like to see changed.

The 5 most commonly included areas for changes to be made were:

1. Greater class availability (17%)
2. Quality of information from and/or access to academic advising (11%)
3. Increase student involvement (8%)
4. Lower tuition (6%)
5. Students not graduating in four years (5%)

Class availability was the most common topic in the student comments. Availability was broadly conceptualized as missing certain classes, not enough open spaces, and classes only offered at times which did not match the student's schedule. Issues surrounding the topic, such as the effect of classes offered on time to graduation, were also common.

Graduation issues or delays was a frequent theme across the respondents. However, interestingly many of those who commented on the topic were doing so from a third-party view. Many students remarked that even though they graduated on time, they were concerned and upset for their friends who were not able to do the same.

"Students are graduating SFSU by their 5th year or even more. Please make classes more available to students."

"Add more classes. It's more stressful on the registration date than the final because I'm afraid that I will not get classes I need."

## Money.

A common theme was cost. Students remarked on the cost of tuition, textbooks, housing, commuting and funding for a variety of departments.

"I would like to see more required academic advising. I believe a career outlook course for first-year students would be beneficial."



## Graduation Woes

Many students expressed concern over not being able to graduate in four years.

This was commonly cited as being due to a lack of classes needed or difficulties determining which classes they needed to take.

## Traveling Students

Many students mentioned a reduction in price on BART and/or Muni would be beneficial to their commute.\*



A word cloud containing the following terms: Tuition, Professors, Hands-On, Advising, Graduation, Class Availability, Student Involvement, Housing, Politics, Transportation, Social Justice, Gym, Impacted, Parking, Safety.



## Working 9 to 5

Students expressed concerns over the amount of support for students who work full-time.



## Stress Relief

Students commented that they enjoyed the therapy dogs which are on campus twice a month.



Safe Spaces  
Openness  
Therapy Dogs  
Library  
Inclusivity  
Social Justice  
Ethnic Studies  
Diversity  
Professors  
LGBTQ  
CARP  
Metro

## Library Appreciation

Students commented that they do not want the library and its resources to change



## Effective Teaching

Many students mentioned the positive effect professors at San Francisco State had on their educational experience.



# Or Not to Change?

Of the students who commented, 244 (36%) reported at least one thing they enjoyed and wanted to see continue.

The 5 most commonly included areas to continue were:

1. Support of diversity and diverse student population (13%)
2. Commitment to social justice (13%)
3. Effective professors (11%)
4. Culture of openness (9%)
5. College of Ethnic Studies (9%)

In addition, 24 (4%) of commenters indicated they enjoyed their overall experience at San Francisco State. The general themes of progressiveness, diversity and openness found among the comments reflect that many SF State students value concepts core to the mission of the university^.

As expressed in the word cloud (left), the things students enjoyed the most were often related to the culture of openness, diversity and social justice at San Francisco State University.

"I have good experience in SFSU. This is an awesome school. The faculty and students are friendly."

"I don't know what I would want to see changed, but please never change the dedication to inclusivity on campus."

"One thing that I would like to see implemented is keeping the College of Ethnic studies and providing more funds to that department."

## ES Ethnic Studies.

3% of comments mentioned keeping or funding the College of Ethnic Studies. Interestingly, 90% of these were made by students from other colleges.



# Looking to 2020

The NSSE will be administered at San Francisco State University in the Spring of 2020.

Addressing some of the concerns and comments left by students may help inform what issues will still be relevant and which may have improved.

Some known aspects which may affect the themes addressed in 2020:

## Transportation

In Fall 2017, San Francisco State began offering students the GatorPass which allows students free Muni and discounted BART rides.

If this system continues, there may be reduced issues around cost of BART and Muni.

## Graduation

If San Francisco State is still on track with Graduation Initiative 2025 goals, in 2020 there should be a reduction in issues surrounding graduation rates and timelines when compared to 2017.

## Break the Cycle

Many of the themes mentioned in 2017 were also mentioned in 2014. More focus on fostering strengths remedying challenges will help 2020 be full of positive change.

## Diversity & Openness

Many of the comments indicated the commitment to diversity and inclusion at San Francisco State was an important factor to continue to foster.



"I have been very satisfied with all my experiences interacting with faculty and staff at SFSU. They have been very helpful in assisting me when needed."

"Personally, I had a great experience during my four years of college and I am grateful and excited for opportunities that will be coming."

"Interacting with so many different people of all ethnicities, religious beliefs, political viewpoints, sexual orientations, abilities, etc. has added to my breadth of education. I am very fortunate to have attended SFSU, and hope that I am accepted into the graduate program."

"SF State has broadened my understanding about social issues and has added to my appreciation for the Bay Area for its openness and social progression. The faculty, staff members and students that I had the opportunity to work with strived to bring up issues of inequality, prejudice, racism, etc. and has caused me to be more aware of the injustices and question how these social behaviors have become norms."

"The one thing I would not change is the existence of the College of Ethnic Studies. I truly learned a lot from being able to take course from the College of Ethnic Studies and I would hate to see that change. It is extremely valuable to have courses that teach about ethnic studies and other cultures."

^ SFSU Values and Mission): <https://planning.sfsu.edu/>

\* At the time of the survey, the GatorPass which results in free Muni for students during the school year had yet to take effect.

# Learning from these practical examples...

- **What approaches stand out about these examples?**
- **What challenges are you experiencing that you'd like to pose to these expert users?**







## **NSSE would like your input!**

- **What should NSSE do to help institutions address current student success concerns?**
- **Anything specific about 3 near term issues:**
  - **Changing demographics**
  - **Developments in teaching and learning**
  - **Approaches to assessment**

# NSSE is Entering its 3<sup>rd</sup> Decade!

## New in 2020....

- Sense of belonging items added to survey
- Revised advising module
- Online learning consortium
- Lessons from the Field v. 5

## 20<sup>th</sup> Anniversary Activities....

- Listening tours to solicit input
- Interactive timeline
- *Assessment Update* (Sp2020) dedicated to NSSE
- Synthesis papers
- Workshop & input sessions at AIR Forum 2020



# Thank You!

## CONTACT US

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*Join us for NSSE's  
3<sup>rd</sup> decade!*

## SOCIAL MEDIA



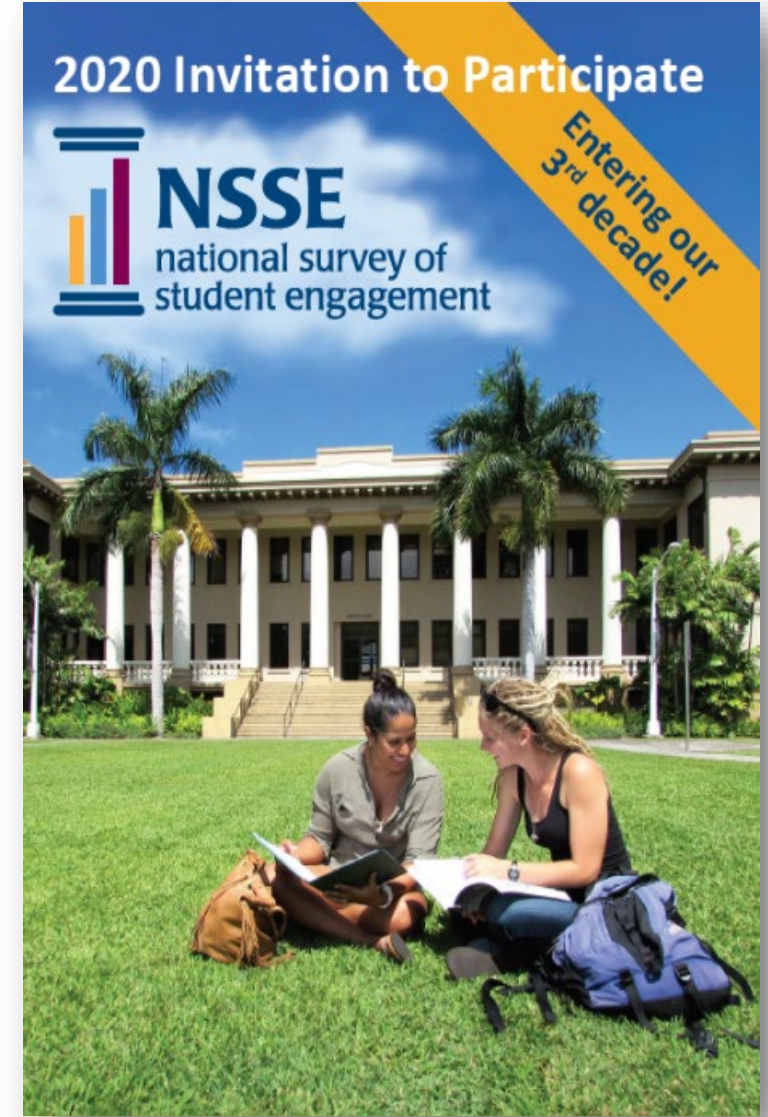
@NSSEsurvey and @NSSEinstitute



@NSSEsurvey



Visit our blog:  
NSSEsightings.indiana.edu



# EXTRAS





**Equity:** Closing the Racial-Ethnic  
Student Success Gap

**Quality:** Completion through a  
quality student experience and  
quality learning





# A few factoids...

**1,654**

**NSSE invites  
2M students  
annually**

**FSSE est. 2003**

**BCSSE est. 2005**

Since 2013, 40+  
experiments to improve the  
survey or response rates

**77** institutions  
helped test NSSE 2.0

**~90% of  
institutions  
administer NSSE  
on a regular basis**

**9**  
Topical  
Modules

# NSSE Open-Ended Questions

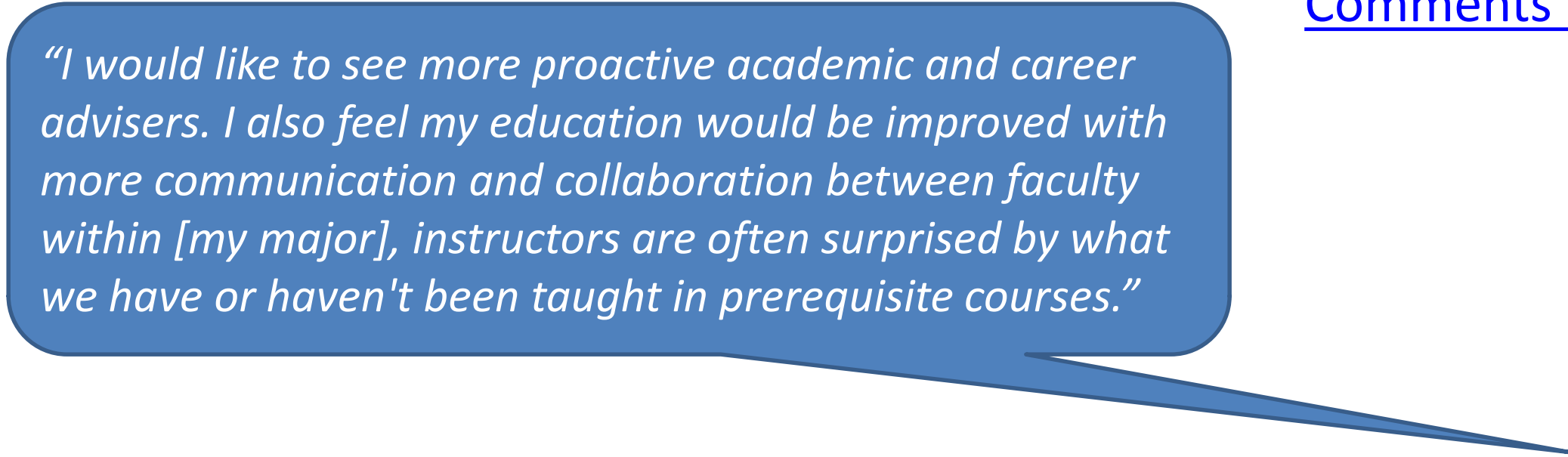
## What Do Students Say?

- What's the tone of your **Student Comments**?
- Which faculty, staff, offices are called out for support?



My CSU experience...

Review your [Student Comments Report](#)



*"I would like to see more proactive academic and career advisers. I also feel my education would be improved with more communication and collaboration between faculty within [my major], instructors are often surprised by what we have or haven't been taught in prerequisite courses."*